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ABSTRACT

Missouri's vocational education delivery system involves 478 public school districts, institutions of higher education, and state agencies. The system' 445 comprehensive high school districts include 52 area vocational schools, 12 community/junior colleges, 1 adult technical college, 9 colleges and universities, and 2 state agencies. A system of industry (customized) training has been developed to tailor training programs to assist new or expanding companies in an effort to meet their immediate and/or long-range needs. Missouri has also established a system of seven regional centers to provide a comprehensive program of services to single parents and homemakers. The system also includes 24 centers to provide special services to secondary students who have been identified as being at risk and 25 formal assessment centers to assist special needs students. In fiscal year 1988, Missouri's vocational education system was supported by $18,695,039 in federal funds, $33,046,312 in state funds, and $62,762,924 in local funds. State vocational enrollments in 1988 were as follows: 117,752 secondary students, 44,406 postsecondary students, and 101,186 adult students. During 1988, 85 percent of those vocational program completers who were available for employment were placed in a job and 28 percent continued their education. Eight appendixes comprising more than half the document include 20 tables on enrollment or funding and a model form for determining client need. (MN)

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Missouri Vocational Education Annual Performance Report 1988

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PREFACE

Missouri's Vocational Education Delivery System involves 478 public school districts, institutions of higher education, and state agencies which provided a full-range of vocational education programs, services and activities for secondary and postsecondary/adult individuals. The delivery system includes 445 comprehensive high school districts, including 52 area vocational schools; 12 community/junior college districts including 3 area vocational schools; one adult technical college which is also an area vocational school; 9 colleges and universities; and 2 state agencies. Within the system of 58 area vocational schools, training is provided efficiently and economically at nearly any location in the state. Ninety-five percent of Missouri residents live within 25 minutes of a vocational-technical school. Missouri's vocational education system offers coursework in 5 major occupational areas and over 100 sub-areas.

A system of industry (customized) training has been developed to be responsive to the immediate and long-range needs of business and industry. This system is designed to tailor-make a training program customized to assist a new or expanding company. Also, Missouri has established two High Technology Training Resource Centers in the metropolitan areas of Kansas City and St. Louis. These Resource Centers are responsible for the coordination and development of specialized vocational programming needed by business and industry within these areas.

Missouri has also established a system of seven (7) Regional Centers to ensure that a comprehensive program of services is offered to all single parent and homemaker clients of the state. These Regional Centers were established to function as support to the existing services provided throughout the vocational education delivery system. During FY88, these Centers have served at least 8,499 individual single parent and homemakers with a variety of supportive services.

Throughout the network of area vocational schools, 24 Centers have been established to provide for secondary students who have been identified as being at-risk. These Centers combine academic and vocational instruction in addition to providing intensive counseling services. During FY88, 703 students were enrolled in the programs provided by these Centers.

In order to provide improved services to special needs students, 25 formal Assessment Centers have been established in comprehensive high schools, area vocational schools and community colleges throughout Missouri. These Centers evaluate student aptitude, interest and ability in order to make the most appropriate placement into vocational training programs and/or employment.

In FY88, $18,695,039 federal, $33,046,312 state, and $62,762,924 local funds were expended to support vocational education throughout the state.

Vocational education enrollment in Missouri has increased to 117,752 secondary students, 44,406 postsecondary students, and 101,186 adults in FY88.

The adult enrollment including 5,191 students in preparatory programs, 77,231 in supplemental programs, 7,113 in apprenticeship programs, and 11,651 involved in industry (customized) training. Additional enrollment data may be found in Appendix A, Tables I through XI of this report.

During FY88, 85 percent of the persons available for employment following completion of a vocational education program were placed on the job. Twenty-eight percent of the students completing vocational education training continued their education, and 5 percent enlisted into the military. Additional placement data may be found in Appendix B, Tables I through III of this report.

The Missouri system of vocational education provides a wide-range of training for its citizens. Its structure, scope, and organization is extensive, yet flexible, and meets the diverse needs of an everchanging marketplace.

TABLE OF CONTENTS

PREFACE i

TABLE OF CONTENTS iii

TITLE II, PART A ACCOMPLISHMENTS 1

Handicapped - Secondary Level 1
Handicapped - Postsecondary/Adult Level 2
Disadvantaged (Excluding LEP) - Secondary Level 3
Disadvantaged (Excluding LEP) - Postsecondary/Adult Level 5
Limited English Proficient (LEP) - Secondary Level 6
Limited English Proficient (LEP) - Postsecondary/Adult Level . . . 6
Vocational Preparation Programs 6
Adults In Need Of Training And Retraining 7
Single Parents And Homemakers 7
Sex Equity 9
Criminal Offenders In Correctional Institutions 9

TITLE II, PART B ACCOMPLISHMENTS 11

New/Expanded Programs And Program Development 11
Guidance Services 11
Placement Services 14
Personnel Development 15
Curriculum Development 15
Evaluation 16

TITLE III, PART A ACCOMPLISHMENTS 17

Community Based Organizations 17

TITLE III, PART B ACCOMPLISHMENTS 18

Consumer and Homemaking 18

APPENDIX 21

Appendix A, Table I: Total 1987-88 Vocational Enrollments by Section, by Institutional Level 22
Appendix A, Table II: 1987-88 Agricultural Enrollment by CIP and Level 23
Appendix A, Table III: 1987-88 Business and Office Education Enrollments by CIP and Level 24
Appendix A, Table IV: 1987-88 Distributive Education Enrollments by CIP and Level 25
Appendix A, Table V: 1987-88 Health Education Enrollments by CIP and Level 26
Appendix A, Table VI: 1987-88 Technical Education Enrollments by CIP and Level 28

Appendix A, Table VII: 1987-88 Occupational Home Economics Education Enrollments by CIP and Level 29
Appendix A, Table VIII: 1987-88 Consumer Home Economics Education Enrollments by CIP and Level 30
Appendix A, Table IX: 1987-88 Trade and Industrial Education Enrollments by CIP and Level 31
Appendix A, Table X: Special Needs 1987-88 34
Appendix A, Table XI: Single Parent/Homemaker - Nontraditional 1987-88 35
Appendix B, Table I: Follow-Up by Type and CIP Code 1987 (Secondary) 36
Appendix B, Table II: Follow-Up by Type and CIP Code 1987 (Postsecondary) 38
Appendix B, Table III: Follow-Up by Type and CIP Code 1987 (Adult) 40
Appendix C, Table I: FY88 Female Vocational Enrollment by Level . 42
Appendix C, Table II: FY88 Male and Female Enrollment in Vocational Education Programs by Level 43
Appendix C, Table III: FY88 Federal Funds Expended for Single Parent and Homemakers by Service Category 44
Appendix D: Single Parent and Homemaker Regional Centers 45
Appendix E: Model Single Parent or Homemaker Client Determination of Greatest Need 47
Appendix F, Table I: Percentage Increase of Females in Non-traditional Vocational Programs (1985-1988) 50
Appendix F, Table II: Percentage Increase of Males in Non-traditional Vocational Programs (1985-88) 51
Appendix F, Table III: FY88 Federal Funds Expended on Programming for Nontraditional Females, Nontraditional Males, Girls, and Women 14-25 52
Appendix G: Statewide Sex Bias and Stereotyping Projects 53
Appendix H: Enrollment 54

TITLE II, PART A
ACCOMPLISHMENTS

HANDICAPPED - SECONDARY LEVEL

Programming Category:	Mainstreamed Skill Training
*Total Served:	3,776
Total Districts:	238
No. Served w/Federal Funds	2,792
No. Districts w/Federal Funds:	51
No. Served w/State/Local Funds Only:	984
No. Districts w/State/Local Funds Only:	187

*These totals only include handicapped individuals served through mainstreamed programs.

As delineated above, during FY88, 238 school districts were involved in providing supportive services to 3,776 secondary handicapped students throughout the state. These services included:

- Guidance, Counseling, Career Development and Placement services to help ensure students are placed in appropriate Vocational Education programs, help them complete the programs and move successfully from school to employment or further training;
- Vocational Resource Educator (VRE) services to facilitate the mainstreaming process;
- Basic Skills Instructors to provide instruction in mathematics, reading, and writing skills essential for successful completion of a vocational training program;
- Supplemental Professional Instructors to provide the additional instruction that handicapped students need to succeed in their vocational programs; and
- Vocational Teacher Aides, Interpreters, Readers and Notetakers are additional services that are provided as needed.

In addition, materials, supplies and equipment were provided to ensure success in Vocational Education for secondary handicapped students.

Each year the number of handicapped students served in secondary vocational programs has increased. The main impetus for this accomplishment has been the establishment of the Vocational Resource Educator (VRE) Model in the area vocational-technical schools. VRE's are charged with responsibilities involving recruitment, assessment to determine the least restrictive environment, placement into the full-range of programs depending on interests, aptitudes, and abilities and career development which includes assistance in transition from school to work. The Division of Vocational Education and the Division of Special Education cooperate to provide funding, inservice, and technical

assistance for districts employing the VRE model. In addition, both Divisions provide extensive technical assistance to districts throughout the state in the development of coordinated special education and Vocational Education Individual Education Plans (IEP) for handicapped students.

Examples of some of the more successful activities have been:

- Vocational Resource Educator (VRE) which is a non-teaching professional staff member who serves as a resource person in the process of mainstreaming handicapped students. The VRE assists with Vocational Education placement, goal setting, curriculum modification and acquisition of resource materials. The VRE also acts as a liaison with other school personnel to help students make the transition from school to employment or further training.
- Basic Skills Instructors which provide individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of a vocational training program. The instruction is provided in cooperation with the vocational teacher and concurrently with enrollment in a vocational program.
- Supplemental Professional Instructors which assist vocational teachers to provide the additional instruction that handicapped students require to succeed in their vocational programs.
- Vocational Teacher Aides which provide assistance to vocational education teachers by reinforcing instruction, monitoring students at work stations in a laboratory, and helping with competency testing.

HANDICAPPED - POSTSECONDARY/ADULT LEVEL

Programming Category:	Mainstreamed Skill Training
*Total Served:	2,282
Total Districts:	53
No. Served w/Federal Funds	1,909
No. Districts w/Federal Funds:	35
No. Served w/State/Local Funds Only:	373
No. Districts w/State/Local Funds Only:	18

*These totals only include handicapped individuals served through mainstreamed programs.

Basically the same types of support services that were used at the secondary level were also provided to postsecondary/adult handicapped students. Many adult handicapped students attending an area vocational-technical school received services from a Vocational Resource Educator (VRE), Basic Skills Instructor, or other support personnel.

At the postsecondary institutions, a variety of special counseling services, including outreach were provided. Many of these sites also operated approved programs to provide resource assistance including Basic Skills Instruction.

Postsecondary/adult handicapped students enrolled in vocational programs at area vocational-technical schools or postsecondary institutions received services provided by a Vocational Resource Educator (VRE). Recruitment services, appropriate program placement and job placement assistance were provided to assist the students during vocational training. The VRE's who serve postsecondary/adult handicapped students work closely with Vocational Rehabilitation counselors throughout the state to provide the needed support services.

As with the secondary level handicapped students, the more successful activities included:

- The Vocational Resource Educator (VRE) which is a non-teaching professional staff member who serves as a resource person in the process of mainstreaming handicapped students. The VRE assists with vocational education placement, goal setting, curriculum modification and acquisition of resource materials. The VRE also acts as a liaison with other school personnel to help students make the transition from school to employment or further training.
- Basic Skills Instructors which provide individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of a vocational training program. The instruction is provided in cooperation with the vocational teacher and concurrently with enrollment in a vocational program.

DISADVANTAGED (EXCLUDING LEP) - SECONDARY LEVEL

Programming Category:	Mainstreamed Skill Training
*Total Served:	9,633
Total Districts:	264
No. Served w/Federal Funds	6,545
No. Districts w/Federal Funds:	49
No. Served w/State/Local Funds Only:	3,088
No. Districts w/State/Local Funds Only:	215

*These totals only include disadvantaged individuals served through mainstreamed programs.

Secondary disadvantaged students were provided Guidance, Counseling, Career Development and Placement services designed to provide the extra assistance needed for success in vocational programs. They also benefited from Basic Skills Instruction that was provided in cooperation with the vocational teacher and concurrently with enrollment in a vocational program. Services such as Supplemental Professional Instructors and Vocational Teacher Aides were utilized to provide assistance in the classroom. In addition, extra materials, supplies and equipment were provided.

Secondary disadvantaged students participated fully in a wide range of vocational programs. Special assistance was provided through Guidance, Counseling, Career Development and Placement Services. The provision of information regarding opportunities available in Vocational Education began the recruitment activities. Vocational assessment was provided to help determine appropriate placement and student progress was monitored throughout the educational process. The services culminate with special assistance in the job placement process.

Guidance, Counseling, Career Development and Placement Services assisted in ensuring that students were placed in appropriate Vocational Education programs, and significantly helped disadvantaged students complete vocational programs and move successfully from school to employment or further training. Specific services in these areas included: vocational assessment; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach, placement and follow-up; and other essential services which were identified by the schools.

Basic Skills Instructors provided individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of vocational training programs. Instruction was provided in cooperation with the vocational teacher and concurrently with enrollment in a vocational program.

Supplemental Professional Instructors helped vocational teachers provide the additional instruction that disadvantaged students require to succeed in their vocational programs.

Vocational Teacher Aides assisted Vocational Education teachers by reinforcing instruction, monitoring students at work stations in a laboratory, and helped with competency testing.

One extremely successful activity which was implemented during FY88 was a combined effort using Carl D. Perkins Vocational Education Act Funds and Job Training Partnership Act Funds to establish 24 demonstration sites to provide focused educational services to at-risk youth. The programs were located at area vocational-technical schools to take advantage of the area school concept and because of the availability of expanded vocational skill training opportunities. A total of 703 students, which were identified "at-risk", were provided services. A pilot program at the Hannibal Area Vocational-Technical School was used as a model for the other area schools to develop their program of services. This pilot school program had proven to be successful in serving dropouts and potential dropouts through the use of modified basic skills instruction. One of the new sites, Moberly Area Vocational-Technical School, expanded their existing services for disadvantaged students to include a counseling component. The counselor concentrated his efforts on selected 9th and 10th grade students to keep them in school, and prepare them to enter a vocational skill training program. The students in the program would have normally dropped out of school and would never had the opportunity to enter vocational skill training. At another new site, Cass County Area Vocational-Technical School, the combined services of a counselor and a basic skills instructor provided improved support for potential dropout students. AT the end of FY88, the remaining sites were in various stages of implementation.

Most had their program defined and were beginning to provide services to at-risk students. There is much enthusiasm and optimism at the local level concerning the efforts and successes of these programs which will continue into FY89.

DISADVANTAGED (EXCLUDING LEP) - POSTSECONDARY/ADULT LEVEL

Programming Category:	Mainstreamed Skill Training
*Total Served:	17,557
Total Districts:	64
No. Served w/Federal Funds	16,745
No. Districts w/Federal Funds:	43
No. Served w/State/Local Funds Only:	812
No. Districts w/State/Local Funds Only:	21

*These totals only include disadvantaged individuals served through mainstreamed programs.

Postsecondary/adult disadvantaged students received special services at community college sites and at area vocational-technical schools. Guidance, Counseling, Career Development and Placement Services were provided to assist in recruitment, orientation, assessment, appropriate placement into training programs, and the employment process. Basic Skills Instructors provided individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of a vocational training program. The instruction was provided in cooperation with the vocational teacher and concurrently with enrollment in a vocational program.

Guidance, Counseling, Career Development and Placement Services provided special assistance to postsecondary/adult disadvantaged students in recruitment, orientation, assessment and career development. Placement was made into the full range of vocational programs offered at area vocational-technical schools and public postsecondary institutions. Special services were provided during the training process and were followed by assistance in transition from school to work.

Specific successful activities included:

- Guidance, Counseling, Career Development and Placement Services which assisted to ensure students were placed in appropriate Vocational Education programs, and assistance was provided to help them complete the programs and move successfully from school to employment or further training. Specific services in these areas included: vocational assessment; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach, placement and follow-up; and other essential services identified by the area vocational-technical schools and the community colleges.
- Basic Skills Instructors provided individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of a vocational training program. The instruction was provided in cooperation with the vocational teacher and concurrently with enrollment in a vocational program.

- Supplemental Professional Instructors helped vocational teachers provide the additional instruction that disadvantaged students require to succeed in their vocational programs.
- Vocational Teacher Aides assisted Vocational Education teachers by reinforcing instruction, monitoring students at work stations in a laboratory, and helped with competency testing.

LIMITED ENGLISH PROFICIENT (LEP) - SECONDARY LEVEL

During FY88, services were not provided for secondary limited English proficiency (LEP) students through this funding source, however, secondary LEP students were provided interpreters and bilingual tutors utilizing secondary disadvantaged funds.

LIMITED ENGLISH PROFICIENT (LEP) - POSTSECONDARY/ADULT LEVEL

Special services were provided by two area vocational-technical schools and two postsecondary community college districts. The area vocational-technical schools served 44 LEP students and the community colleges provided special assistance for 283 LEP students.

Special guidance, counseling, career development and placement services were provided to postsecondary/adult limited English proficiency (LEP) students for the purposes of recruitment into vocational programs. Vocational assessment was provided together with career development activities. After formal vocational training, the LEP students were provided extra help in making the transition from school to work.

A successful activity provided by an AVTS for adult LEP students was the provision of interpreter services to assist Vocational Home Economics Instructors. At the postsecondary level, counseling services which included career awareness and Basic Skills instruction to improve mathematics, reading and writing skills were provided for LEP students enrolled in Vocational Education classes.

VOCATIONAL PREPARATION PROGRAMS

State vocational education funds were used to provide vocational preparation programs for secondary students who are disadvantaged or handicapped. They were designed to help students acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. The programs served 475 disadvantaged students and 347 handicapped students.

Seven districts operated programs that served both disadvantaged and handicapped students, while six districts served handicapped only and four districts served disadvantaged students exclusively.

ADULTS IN NEED OF TRAINING AND RETRAINING

One hundred forty-five thousand, five hundred ninety-two (145,592) adults were provided vocational education training during FY88. A majority of these were served through adult supplemental vocational education which provided upgrading and retraining opportunities. Training and retraining services were provided throughout the state utilizing federal, state, and local funds. As a part of these services, 11,651 adults participated in industry (customized) training activities which involved approximately 80 business and industry firms across the state. This activity involved the cooperative development of specialized training and retraining programs by program providers and representatives of each of the firms.

Throughout the year, technical assistance was provided to local program providers and local Private Industry Councils (PIC) to coordinate the delivery of vocational education within each Service Delivery Area (SDA). This technical assistance included the development of contractual agreements regarding the provision of programs and services, the development of strategies to avoid duplication, and the initiation of continual communications within the SDA's to strengthen an understanding of the role that each play in the delivery of training throughout the state.

Additional involvement with the private sector was initiated through a statewide priority of instituting a system of Vocational Instructional Management in all vocational programs. The private sector involvement was increased as a part of a statewide competency verification process. This process involves individuals with recognized expertise to validate the specific competencies which are taught within the vocational programs. Also, these individuals are utilized to assist in the development of curriculum and criterion referenced tests.

SINGLE PARENTS AND HOMEMAKERS

Total female enrollments declined from FY87 to FY88 by 3,889. Actual enrollment increased on the secondary and postsecondary levels and decreased on the adult level as shown in Appendix C, Table I. This is a significant re-distribution of female enrollment by level and can be attributed to the following factors:

1) increased access to regular secondary programming for adults in vocational education.
2) the availability of set-aside funds to provide increased services for targeted female populations.
3) the increased selection by the females of occupational-specific quality vocational programming as evidenced by significant increases in enrollments in nontraditional and technology areas.

Total female population outnumbers total male population in vocational education programs as shown in Appendix C, Table II. Greater numbers of females are served on all levels than males.

About 12,782 females were served with single parent/homemaker and sex bias funds. Appendix A, Table XI shows the number of students receiving single parent/homemaker and sex bias services by category and level. Local school districts served 8,499 single parents and homemakers on the secondary, postsecondary and adult levels. Of the single parent and homemaker population, the adult and postsecondary levels serve the greatest number of females.

The regional centers expand and supplement the existing services in the area vocational-technical schools and the community/junior colleges. The program of services includes outreach activities, orientation assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, and child care. A listing of this network is provided in Appendix D.

Of the allocated funds for these services, 47.6 percent funded outreach and orientation, 24.2 percent funded tuition, 0.9 percent funded child care, and 27.3 percent funded other, including education materials, administration costs and outreach activities. The total federal dollars expended for single parents and homemakers is $1,412,150. Appendix C, Table III gives a breakout of these dollars by service category.

Approximately 65 percent, or $912,440 of the set-aside for single parents and homemakers was allocated to area vocational technical schools and community/ junior college districts. The area vocational-technical schools received about $456,220. Each school district received $5,000 with an additional allocation of funds based on the adult long-term enrollment in each of the institutions. The remaining $456,220 was awarded to the community/junior college districts. Each district received $15,000 and an allocation based on the institutional enrollment.

The remaining two percent of the set-aside was awarded to the following through the request for proposals at the state level to provide technical assistance and resources to area vocational-technical schools, community/junior colleges and the regional service centers where programs for single parents and homemakers are conducted.

Name: Project SERVE
Funding Agency: University of Missouri-Columbia
Funding Level: $28,075
Contact Person: Judy McQuitty
Project Objective: To aid vocational education programs in nontraditional single parent/homemaker/displaced homemaker recruitment. These services include outreach workshops, personal visits with school officials, establishing a computerized bulletin board, assistance in providing training materials and maintaining a free-loan library of resource materials.

The statewide model for the determination of greatest need is included in Appendix E. This model was used in all districts at the client intake phase. The basic categories were used statewide and adopted at the local level. This computerized model is a component part of our software package for data collection. The clients were rank ordered by points either manually or by computer. The regional center staff utilize a portable computer for client intakes in numerous locations.

Thirty-three percent of the set-aside was used to establish a network of seven regional service centers by geographic area that provide comprehensive programs, services and activities throughout the state for singe parent and homemaker populations. Eligible recipients were invited to respond to a request for proposals issued by the Department of Elementary and Secondary Education.

SEX EQUITY

During FY88, four thousand, one hundred fifteen (4,115) students received services provided by Sex Equity funds. This included 3,477 females and 638 males who were categorized as nontraditional. A percentage breakout of the female and male enrollment increases in nontraditional vocational programs from 1985 to 1988 is provided in Appendix F, Tables I and II. The most significant factor effecting these increases in occupational-specific quality vocational programming was the availability of set-aside funds for these populations. Area vocational-technical schools and community junior colleges provided a comprehensive program of services including outreach, orientation, assessment, evaluation, career decision making and exploration, tuition, follow-up and placement, and child care for the nontraditional students.

The total federal dollars expended for sex equity programming was $557,768. Approximately 31.7 percent of the allocated funds were for tuition reimbursement, 24.7 percent for outreach and counseling services, 43.2 percent for educational materials and administration costs, and less than one percent for child care services. Appendix F, Table III provides a breakdown of these expenditures by category. Tuition reimbursement was restricted to preparatory vocational programs for nontraditional male and female populations, and girls and women ages 14-25.

To eliminate sex bias and stereotyping in vocational education, $583,545 was allocated to area vocational-technical schools and community/junior colleges. Each district received an allocation of $7,000 to support project services. Approximately 18 percent of the set-aside. or $107,545, was allocated to support state level projects. Ninety thousand dollars was set aside for the state administration of equity projects and the single parent and homemaker program.

Three community colleges (Mineral Area College, East Central College and Jefferson College) formed a consortium and pooled allocated funds to continue a New Horizon program for women pursuing careers in technologies. This three community college consortium project, Vocational Opportunities Program, was a runner-up for the U.S. Secretary of Education Exemplary Program award. The program is designed to inform high school counselors and vocational-technical school counselors throughout Missouri about services available through the seven Missouri Regional Non-Traditional Career Centers, the fifty-eight area vocational schools and the eleven junior and community colleges and to inform them as to how they, as counselors, can utilize this information when working with high school students and interested community adults and non-students 14-25 years of age.

CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS

The Department of Corrections provided skill training activities for 273 students in the areas of Food Service, Nurse Aide, and Refrigeration/Air Conditioning. A Basic Skills Instruction program at the Fordland site provided special assistance to 167 students who were enrolled in vocational training programs.

Guidance, Counseling, Career Development, and Placement Services were provided by the Division of Youth Services for 578 students.

The participating correctional institutions were:

Department of Corrections
P.O. Box 236
Jefferson City, MO 65102

Ozark Correctional Center
Carl F. Haynie School
Fordland, MO 65652

Chillicothe Correctional Center
Chillicothe, MO 64601

Boonville Correctional Center
Boonville, MO 65233

Division of Youth Services
P.O. Box 447
Jefferson City, MO 65102

Northwest Regional Youth Center
4901 N. E. Barry Road
Kansas City, MO 64156

W.E. Sears Youth Center
RFD 1, Box 116
Poplar Bluff, MO 63901

St. Louis Regional Youth Center
13300 Bellefontaine Rd.
St. Louis, MO 63138

TITLE II, PART B
ACCOMPLISHMENTS

NEW/EXPANDED PROGRAMS AND PROGRAM DEVELOPMENT

During FY88, sixteen (16) secondary and thirteen (13) postsecondary/adult new vocational programs were established. In addition, eleven (11) secondary and one postsecondary/adult programs were expanded to better meet the local training needs throughout the state. Beyond these additions, 314 districts were involved in program development and improvement projects. Twenty of the 58 area vocational schools were assisted through renovation/remodeling projects which provided for improved facilities to increase the effectiveness and quality of instruction for secondary and adult students who were enrolled in their programming. Many of these projects included the repair and improvements for energy efficiency, improvements to electrical and lighting systems, alteration of classrooms and laboratories, and improvements to improve access to vocational programs. Also, during FY88, two area vocational schools were assisted, through the use of additional state funds, with building expansions.

Some additional program improvement activities included the following:

- Workshops
  - Curriculum Development
  - Occupational Oriented Programming
  - Key Skills/Competencies
  - Instructional Management
- Promotion/Recruitment
  - Booklets, Brochures, Video Programs and TV/Newspaper/Radio Ads
- Salaries
  - Extended And/Or Release Time For Inservice And Curriculum Development
- Expanded and Improved Advisory Committee Involvement
- Community And Industrial Needs Surveys

GUIDANCE SERVICES

Guidance services were provided throughout the state as follows:

	Comprehensive High School	Area Voc. School	Community/ Junior College
No. programs w/federal funds (grants)	67	19	8
No. programs w/state/local funds only		42	13

A multitude of guidance activities were conducted through FY88. Included within these activities were:

MODEL GUIDANCE PROGRAM DEVELOPMENT

The purpose of the Model Guidance Program is to help districts develop, implement and evaluate comprehensive systematic high school guidance programs at the K-12 level.

During FY88, a total of 39 new high schools participated in the program. Of the total, 13 entered into the second year of the field test and 26 started the development and implementation process for the first time. The projects at this time are designed to cover a two year period. During the two year period counselors are expected to do a time and task analysis of their current program activities, carry out a student needs assessment, staff/parent assessment, development guidance curriculum units to address needs that have been identified by the various populations, establish an advisory committee, do a resource assessment and redirect their activities so that guidance will become a program with specific content rather than a set of miscellaneous services. Within the program, specific activities are developed and centered around four major components: Guidance Curriculum, Individual Planning, Responsive Services and System Support. Financial support for the projects include personnel cost, materials acquisition and cost of inservice.

The materials for the secondary component are nearing completion and include a seventy five page "how to" manual along with all necessary charts and forms. Approximately 275 curriculum units (guidance learning activities) have been developed which address approximately 90 student competencies within sixteen broad categories.

Additional materials are currently under development which will provide the same structure in the elementary and middle school/junior high level. Once these two components are completed, we will have in place a model for a comprehensive K-12 career guidance program. It is anticipated that the elementary and middle school will be available September '89.

MODEL GUIDANCE DEVELOPMENT/WRITING COMMITTEE

During FY88, groups of individual met a number of times for the purpose of revision of the guidance "how to" manual and to write and revise some 275 guidance learning activities for the secondary component. The individuals involved in this process consisted of project directors, counselors and administrators.

CAREER GUIDANCE/VOCATIONAL EDUCATION RESOURCE CENTERS

During FY88, the three regional centers continued to expand their operations through the development and dissemination of resource materials, carrying out various inservice activities for students and professionals and providing assistance at the state level by writing and developing curriculum for the model guidance program. A strong emphasis continues to be placed on career guidance and vocational education materials and inservice at the 7-12 level. The centers also continue to provide materials and services for the students and staff members who have career education responsibilities at the K-6 level.

SPECIAL GUIDANCE INSERVICE PROJECTS

Inservice programs were conducted in several locations throughout the state, primarily within the Missouri School Counselor Association local districts. The inservice program focused on the new certification requirements, program standards, and model guidance program information.

MISSOURI VIEW

The Missouri VIEW program continues to be a viable resource to the counselors in our high schools. It is designed to provide up-to-date career information specifically geared toward occupational/career information in the State of Missouri. The MOVIEW system contains information on some 600 careers, as well as information on Missouri's vocational schools, junior colleges, colleges and universities. The system also includes microfiche on the Military Job File, Energy Related Fields of Study, New and Emerging Occupations, Apprenticeships, and the National College File and College Majors Index.

In addition to the standard MOVIEW, the system also includes Basic View, Micro View, Basic Micro View, and Search and Learn.

One additional component has been added during FY88. This component is the CASHE financial aids programs which provides information on scholarships and other sources of aid for the students.

During FY88, the decision was made to again provide the MOVIEW at no cost to 400 sites. At this time we are still providing the remainder of the components to districts on a cost recovery basis.

COUNSELOR EDUCATION

During FY88, two separate meetings were held with the counselor educators from around the state for the purpose of developing/restructuring program activities at the university level to conform with the new certification requirements. Other activities included the development of guidelines for off-campus practicum, developing course titles that would provide consistency statewide and reviewing of curriculum content within the training institutions. Two representatives from each of the nine colleges and universities responsible for the training of counselors participated in the programs.

CAREER GUIDANCE GRANTS

Funds allocated to public schools were used for the intended purposes of legislation which addressed improving, expanding and extending career guidance and counseling programs to meet the career development, vocational education and employment needs of individuals who participate in or desire to participate in vocational education programs.

Funds were provided to assist individuals in career planning and decision making, assist individuals in making the transition from school to work, and to acquaint students with business, industry and the labor market.

A total of 94 projects were funded for FY88 with the primary focus being in the areas of career planning, pre-employment preparation, vocational assessment, recruitment, vocational awareness, non-traditional career awareness and placement activities.

PLACEMENT SERVICES

Job Development-Placement is the establishment, expansion, and maintenance of positive and direct communication with employers regarding jobs which are or may become available, and the placement of vocational program exiters with saleable skills in jobs for which trained or in related jobs. The major purpose is to provide direct assistance to such exiters to secure full-time jobs for which trained, or related jobs, and to find part-time employment for students needing employment to stay in school. Throughout the state, 29 secondary and 18 postsecondary/adult placement specialists were provided. In addition, the following specialized placement projects were provided:

PROJECT HIRE

Project HIRE is an umbrella organization for thirteen area vocational schools and community colleges. The administration for the project is the responsibility of the Metropolitan Community Colleges at Kansas City. The primary goal is to provide a visible and identifiable organization or association by which the schools can work together in the interest of developing and sharing jobs with one another for the benefit of vocational/occupational education students. This is accomplished by the sharing of jobs and computerized Job Development/Job Placement System. A terminal and printer is located at each school site so that on-line transactions can be accomplished. These transactions include the listing of jobs and the placement of present or former students. Data for the period July 1987 through June 1988 show that 8485 jobs were entered into the HIRE network with 1417 placements.

STATEWIDE JOB PLACEMENT SERVICE

Statewide Job Placement Service is a network of 57 area vocational-technical schools and 17 community colleges cooperating in a statewide effort to provide job placement opportunities for students exiting occupational training programs. Statewide Job Placement Service is designed to supplement the job placement efforts of each participating institution.

The Service coordinates statewide marketing strategies and job development techniques and provides professional resource materials (books, films, brochures) for use by the participating institutions. New and improved methods of job placement strategies are developed by the staff and are shared with all the schools. Statewide Job Placement Service coordinates and maintains the student data base for the institutions' exiting graduates.

EMPLOYMENT SECURITY PLACEMENT PROJECT

During FY88, the placement project, in cooperation with the Department and the Division of Employment Security, was expanded to include eleven area vocational schools. The project utilizes a statewide computer linkage to facilitate the matching of students seeking employment and employers who are in need of hiring specific individuals for available jobs.

PERSONNEL DEVELOPMENT

Personnel development activities are conducted through a statewide system of inservice, as well as, through local efforts to improve the vocational administrative, instructional and support staff within the state. Over forty-one specific statewide inservice courses/workshops were conducted throughout the state involving over 6,586 vocational teachers and administrators. In addition, during FY88, 317 districts were involved with personnel development projects.

CURRICULUM DEVELOPMENT

During FY88, 200 districts participated in curriculum development projects. Some examples of these projects are as follows:

- Vocational Instructional Management System (VIMS) development.
- Vocational Administrative Management System (VAMS) development.
- Computer software purchase, development, and implementation.
- Competency validation.
- Mainframe linkages for sharing instructional program materials.
- Incorporation of basic skills.
- Implementation of Principles of Technology.
- Criterion referenced test development.
- Science/Math curriculum incorporation.

In addition to the individual district activities, state directed curriculum development projects were conducted. A total of fifteen (15) written curricula were developed for the areas of Vocational Agriculture, Home Economics, Marketing, Health Occupations, Industrial Education, Industrial Technology (formally Industrial Arts) and Special Needs. Seven (7) additional written curricula were field tested which were developed in FY87. Also, three (3) mediated curricula were developed and three (3) additional medicated curricula were field tested in the areas of Health Occupations and Industrial Education. Additional state directed curriculum development activities included the development and validation of four (4) Industrial Education competency profiles, the development of criterion referenced test banks for two (2) Home Economics curricula areas, and a project to compare several marketing curricula areas for closer correlation.

The statewide system of computerized administrative/instructional management was expanded to include ten (10) area vocational schools during FY88. This system will continue to be expanded to include the entire area school/community college network in the next few years.

EVALUATION

Continued activities of evaluating the effectiveness of the vocational education delivery system were conducted during FY88. Throughout the year, 97 comprehensive high schools, 9 area vocational schools, 2 community/ junior colleges were evaluated for the purposes of program improvement. In addition, the evaluation results were summarized to facilitate the planning and implementation of statewide program improvement activities. The areas which were reported to contain problems most frequently (more than 5%) were:

- Ongoing local program evaluation system exists.
- Labor market data used in planning and analyzing program.
- Documentation of long- and short-term planning.
- Advisory committee utilization and make-up representing local populations.
- Safety practices are taught and/or enforced.
- Vocational student organizations operated as co-curricular activities.
- Adequate storage space.
- Environmental conditions (heat, light, ventilation, and acoustics) are adequate.
- Appropriate follow-up plan exists and is maintained.
- Adequate enrollment is maintained.
- Utilization of appropriate instructional management practices.

TITLE III, PART A

ACCOMPLISHMENTS

COMMUNITY BASED ORGANIZATIONS

Vocational education services were provided by 8 community based organizations in cooperation with 5 local education agencies. The activities provided by the CBO's included outreach programs, transitional services, prevocational preparation, basic skills development, assessment and counseling. The programs served 369 secondary and 359 adult students.

Distribution of the funds was determined by a Request for Proposal (RFP) process that involved a written proposal being submitted to the Department of Elementary and Secondary Education. Each group submitting an approved proposal was awarded a grant to support activities that were directed toward the target population of severely economically or educationally disadvantaged youth, ages 16 to 21.

TITLE III, PART B

ACCOMPLISHMENTS

CONSUMER AND HOMEMAKING

Consumer and Homemaking Education programs contribute to the preparation of youth and adults for the occupation of Homemaking. Emphasis is placed on improving the quality of individual and family life and enhancing potential employability.

During FY 88, there were 388 school districts with approved secondary vocational consumer and homemaking education programs. Sixty-seven thousand, six hundred and eighty-one students in grades 9-12 were enrolled.

Postsecondary/adult programs were conducted in 22 school districts with 17,728 participants. Program priorities for adult consumer and homemaking education were in the areas of family living and parenting education, nutrition education, consumer education and resource management.

Federal funds available for consumer and homemaking education were distributed on a competitive grant basis. The competitive grant system was implemented to encourage improvement, expansion, and updating of programs and services. One hundred and seventeen school districts received grants. The grants were equitably distributed among rural, urban, small and large schools. Sixty-five (65) percent of the total grant funds were distributed to eighty-six (86) school districts within depressed areas. Thirty-five (35) percent of the grant funds were distributed to thirty-one (31) school districts within nondepressed areas. Priorities addressed by the largest number of grantees were program improvement related to updating equipment and instructional materials and computer-assisted instruction.

The following are examples of outreach programs conducted for targeted adult populations in depressed areas:

- Project Transition for individuals making the transition from long-term institutional care to independent living in the Cape Girardeau area.
- Cochran Housing consumer and homemaking education project in St. Louis.
- Special education needs in consumer and homemaking for the foreign born in Waynesville.
- The Mobile Consumer Education Van project in the St. Louis metropolitan area.

Support services provided in depressed and nondepressed areas included in-service education activities. A one semester-hour in-service was offered in cooperation with the University of Missouri-Columbia on integrating computer-assisted instruction into home economics curriculum. Twenty-two (22) teachers participated. An in-service training program for new/reentering home economics teachers was conducted in cooperation with the University of Missouri-Columbia for eight teachers. Two in-service workshops were conducted in cooperation with Central Missouri State University on sexuality education and on improving Future Homemakers of America advisor skills. An in-service seminar was conducted in cooperation with Southeast Missouri State University

on teenage pregnancy and prevention in the school and community. An in-service meeting was conducted for vocational home economics teacher educators, chairpersons of their departments, and dean of a college of home economics on marketing home economics education and legislative implementation updates.

Support services, in the form of curriculum development, benefited depressed and nondepressed areas. Curriculum projects included the development of two modules, Parenting and Coping With Life: Building Self-Esteem, Managing Stress, Handling Peer Pressure, to supplement instruction for the Family Living and Parenthood semester course; field-testing of the Home Economics I Guide, which will complement the existing Comprehensive Guide for Exploratory Home Economics Programs and Junior High Home Economics Curriculum Guide, and Housing, Home Furnishings and Equipment Guide for the semester course; and the development and validation of performance objectives and criterion-referenced test item banks for the Child Development, Consumer Education, Family/Individual Health, Intermediate Food and Nutrition, and Advanced Food and Nutrition semester courses. In addition, competency profile inserts were developed for Home Economics II, Contemporary Living, Child Development, Intermediate Clothing and Textiles, Advanced Clothing and Textiles, Family/Individual Health, Family Living and Parenthood, Intermediate Food and Nutrition, Advanced Food and Nutrition, and Home Management.

State leadership was instrumental in programs, to include, but not limited to, curriculum development activities, personnel development activities, technical assistance, and research activities.

State leadership was provided for the state vocational in-service conference for 375 home economics educators. Program emphasis included:

a. Computer-assisted instruction,
b. Achieving maximum success in the classroom,
c. Implementing the Vocational Instructional Management System (VIMS),
d. Consumer education,
e. Early childhood education,
f. Program evaluations.

Technical assistance was provided for completion of a project to correlate consumer and homemaking education competencies with language arts/reading/English, mathematics, science, and social studies/civics key skills in cooperation with Purdue University. A brochure, pertaining to the project, was developed and printed for distribution to consumer and homemaking education educators.

State leadership was provided for the completion of computer programs for each of the six home economics subject matter areas and for basic information on home computer usage.

State leadership was provided to one new consumer and homemaking education program for the acquisition of equipment and instructional materials.

State leadership was provided in the revision and completion of the Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri. One copy of the scope and sequence was distributed to each consumer and homemaking education program in Missouri.

Technical assistance was provided upon request on the implementation of the Vocational Instructional Management System (VIMS) into the home economics curriculum. Six high school home economics programs, designated as demonstration sites, implemented the computer-based vocational instructional management system, COMPVIMS/Project Basic III, into the home economics curriculum.

Leadership training through Future Homemakers of American/Home Economics Related Occupations (FHA/HERO) was provided for members and advisors. Technical assistance was provided via telephone, correspondence, and visitations as requested. State membership was 12,286 in a total of 354 chapters. The state leadership conference involved approximately 1,400 Future Homemakers of America members and advisors.

District STAR (Students Taking Action for Recognition) Competitive Events were conducted through a coordinated effort between the state FHA/HERO advisor and vocational home economics teacher education instructors.

A Future Homemakers of America workshop for St. Louis City home economics teachers was conducted in cooperation with the University of Missouri-Columbia. The purpose of this workshop was to present administrators and teachers with information regarding the integration of FHA/HERO into the classroom curriculum.Consumer and Homemaking Education programs contribute to the preparation of youth and adults for the occupation of Homemaking. Emphasis is placed on improving the quality of individual and family life and enhancing potential employability.

APPENDIX

APPENDIX A
TABLE I

TOTAL 1987-88 VOCATIONAL ENROLLMENTS
BY SECTION, BY INSTRUCTIONAL LEVEL

SECTION	SECONDARY	ADULT	POSTSECONDARY	TOTAL
Agriculture	13,017	3,721	371	17,109
Business & Office Ed.	9,280	23,959	24,783	58,022
Marketing Ed.	10,747	11,964	3,529	26,240
Health Occupations	1,156	8,120	4,452	13,728
Occupational Home Ec.	1,158	6,133	1,504	8,795
Consumer Home Ec.	67,681	17,722	6	85,409
Technical Education	22	6,818	5,167	12,007
Trades & Industry Ed.	13,868	22,749	4,594	41,211
Spec. Needs (Vo Prep)	823	NA	NA	823
TOTALS	**117,752**	**101,186**	**44,406**	**263,344**
Additional Students Receiving Special Needs Services	703	1,774	283	2,760
Students Receiving Single/Parent Homemaking Services	245	3,520	4,734	8,499
Students Receiving Sex Bias Services	1,255	1,913	1,115	4,283

APPENDIX A
TABLE II

1987-88 AGRICULTURAL ENROLLMENTS
BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
01.0101	602	153	10	765
01.0201	3,825	383	22	4,230
01.0301	1,395	3,047	42	4,484
01.0401	NA	NA	11	11
01.0501	548	24	159	731
01.0601	1,000	114	88	1,202
01.9999	5,355	NA	35	5,390
03.0101	201	NA	NA	201
03.0401	91	NA	4	95
TOTALS	**13,017**	**3,721**	**371**	**17,109**

APPENDIX A
TABLE III

1987-88 BUSINESS AND OFFICE EDUCATION ENROLLMENTS
BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
06.0401	NA	NA	1,933	1,933
07.0101	1,642	1,700	7,259	10,601
07.0302	254	8,700	2,833	11,787
07.0303	313	95	NA	408
07.0305	953	493	5,236	6,682
07.0399	NA	21	NA	21
07.0401	NA	823	2,203	3,026
07.0501	NA	3,062	NA	3,062
07.0601	259	3,940	3,884	8,083
07.0604	NA	106	610	716
07.0605	NA	269	108	377
07.0701	5,499	2,494	617	8,610
07.0710	NA	1,628	NA	1,628
07.0799	NA	20	NA	20
07.9999	360	608	100	1,068
TOTALS	**9,280**	**23,959**	**24,783**	**58,022**

APPENDIX A
TABLE IV

1987-88 DISTRIBUTIVE EDUCATION ENROLLMENTS

BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
06.1701	NA	NA	247	247
08.0101	1,386	NA	106	1,492
08.0201	322	NA	NA	322
08.0401	355	NA	NA	355
08.0402	NA	NA	14	14
08.0501	107	NA	NA	107
08.0601	1,139	NA	NA	1,139
08.0705	419	NA	NA	419
08.0707	64	NA	NA	64
08.0799	2,129	11,964	2,492	16,585
08.0801	312	NA	NA	312
08.0803	NA	NA	71	71
08.0901	54	NA	35	89
08.0903	107	NA	NA	107
08.0905	3,461	NA	141	3,602
08.1001	NA	NA	423	423
08.1101	21	NA	NA	21
08.1203	269	NA	NA	269
08.1206	269	NA	NA	269
08.9999	150	NA	NA	150
09.0201	183	NA	NA	183
TOTALS	**10,747**	**11,964**	**3,529**	**26,240**

APPENDIX A
TABLE V

1987-88 HEALTH EDUCATION ENROLLMENTS

BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
12.0301	NA	NA	44	44
17.0101	NA	35	77	112
17.0102	NA	NA	93	93
17.0103	NA	NA	20	20
17.0199	NA	NA	NA	NA
17.0203	NA	NA	NA	NA
17.0205	NA	235	310	545
17.0206	NA	48	242	290
17.0209	NA	10	163	173
17.0210	NA	NA	45	45
17.0211	NA	43	27	70
17.0212	NA	NA	27	27
17.0305	NA	NA	64	64
17.0404	NA	56	NA	56
17.0503	48	27	NA	75
17.0513	NA	51	NA	51
17.0599	NA	663	83	746
17.0601	NA	1,199	216	1,415
17.0605	NA	1,238	188	1,426
17.0699	1,108	35	NA	1,143
17.0808	NA	NA	74	74
17.0815	NA	NA	173	173

(1987-88 HEALTH ENROLLMENTS CON'T)

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
17.0819	NA	67	25	92
17.9999	NA	4,413	294	4,707
18.0703	NA	NA	77	77
18.1101	NA	NA	2,210	2,210
TOTALS	**1,156**	**8,120**	**4,452**	**13,728**

APPENDIX A
TABLE VI

1987-88 TECHNICAL EDUCATION ENROLLMENTS

BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
10.0100	14	NA	218	232
15.0101	NA	NA	173	173
15.0201	NA	17	52	69
15.0202	NA	NA	1,039	1,039
15.0302	NA	295	404	699
15.0303	NA	186	1,255	1,441
15.0401	NA	NA	7	7
15.0402	NA	12	38	50
15.0403	NA	NA	128	128
15.0405	NA	172	77	249
15.0501	NA	58	246	304
15.0506	NA	65	79	144
15.0601	8	168	35	211
15.0603	NA	NA	93	93
15.0604	NA	NA	58	58
15.0610	NA	NA	121	121
15.0699	NA	3,991	NA	3,991
15.0702	NA	1,840	81	1,921
15.0803	NA	NA	696	696
15.0805	NA	14	318	332
15.1001	NA	NA	49	49
TOTALS	**22**	**6,818**	**5,167**	**12,007**

APPENDIX A
TABLE VII

1987-88 OCCUPATIONAL HOME ECONOMICS EDUCATION ENROLLMENTS
BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
04.0501	NA	NA	88	88
20.0202	205	10	NA	215
20.0203	25	4,189	477	4,691
20.0303	96	32	NA	128
20.0304	39	NA	NA	39
20.0306	17	NA	66	83
20.0401	732	165	392	1,289
20.0404	NA	354	88	442
20.0406	NA	156	NA	156
20.0408	NA	31	NA	31
20.0501	NA	124	13	137
20.0504	NA	362	NA	362
20.0601	NA	31	NA	31
20.0604	27	679	NA	706
20.9999	17	NA	380	397
TOTALS	**1,158**	**6,133**	**1,504**	**8,795**

APPENDIX A
TABLE VIII

1987-88 CONSUMER HOME ECONOMICS EDUCATION ENROLLMENTS
BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
20.0101-I	6,362	NA	NA	6,362
20.0101-II	744	NA	NA	744
20.0102	10,898	11	NA	10,909
20.0103-i	5,482	NA	NA	5,482
20.0103-a	2,302	359	NA	2,661
20.0104	1,624	3,607	6	5,237
20.0106	2,775	102	NA	2,877
20.0107	9,678	2,366	NA	12,044
20.0108-i	13,942	NA	NA	13,942
20.0108-a	5,888	10,738	NA	16,626
20.0109	136	NA	NA	136
20.0110	3,316	454	NA	3,770
20.0199	3,519	NA	NA	3,519
20.0199-0	1,015	85	NA	1,100
TOTALS	**67,681**	**17,722**	**6**	**85,409**

APPENDIX A
TABLE IX

1987-88 TRADE AND INDUSTRIAL EDUCATION ENROLLMENTS
BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
06.2001	NA	61	NA	61
12.0101	56	NA	NA	56
12.0403	228	92	NA	320
43.0105	NA	8	2,128	2,136
43.0107	3	NA	110	113
43.0201	13	NA	287	300
46.0102	57	127	NA	184
46.0201	1,931	2,139	75	4,145
46.0301	120	1,761	NA	1,881
46.0302	23	569	109	701
46.0401	302	48	NA	350
46.0499	NA	259	NA	259
46.0501	24	1,742	NA	1,766
46.9999	1,564	636	13	2,213
47.0101	1,126	889	NA	2,015
47.0102	NA	NA	NA	NA
47.0103	12	NA	21	33
47.0106	52	12	NA	64
47.0201	505	2,270	11	2,786
47.0202	NA	NA	NA	NA
47.0301	18	11	NA	29
47.0302	NA	NA	NA	NA

(1987-88 TRADE AND INDUSTRIAL ENROLLMENTS CON'T)

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
47.0304	18	NA	NA	18
47.0399	NA	103	NA	103
47.0501	17	809	NA	826
47.0601	99	NA	NA	99
47.0602	47	252	456	755
47.0603	1,413	1,243	38	2,694
47.0604	2,653	616	4	3,273
47.0605	211	18	NA	229
47.0606	310	498	19	827
48.0101	551	406	151	1,108
48.0201	771	857	NA	1,628
48.0203	158	10	260	428
48.0204	NA	NA	NA	NA
48.0299	NA	170	NA	170
48.0303	NA	18	NA	18
48.0399	NA	10	NA	10
48.0503	510	1,155	912	2,577
48.0504	75	59	NA	134
48.0506	NA	646	NA	646
48.0507	NA	177	NA	177
48.0508	871	2,867	NA	3,738
48.0703	80	367	NA	447
49.0101	NA	91	NA	91
49.0106	NA	NA	NA	NA
49.0202	NA	535	NA	535
49.0205	NA	1,170	NA	1,170

(1987-88 TRADE AND INDUSTRIAL ENROLLMENTS CON'T)

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
49.0306	42	48	NA	90
50.0201	8	NA	NA	8
TOTALS	**13,868**	**22,749**	**4,594**	**41,211**

APPENDIX A
TABLE X

SPECIAL NEEDS

1987-88

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
99.0100	823	NA	NA	823
99.0103	NA	257	NA	257
99.0106	NA	44	283	327
99.0301	NA	167	NA	167
99.0302	703	NA	NA	703
99.0303	NA	578	NA	578
99.0400	NA	728	NA	728
TOTALS	**1,526**	**1,774**	**283**	**3,583**

APPENDIX A
TABLE XI

SINGLE/PARENT HOMEMAKER-NONTRADITIONAL

1987-88

CIP CODE	SECONDARY	ADULT	POSTSECONDARY	TOTAL
Single Parent/ Homemaker	245	3,520	4,734	8,449
Sex-Bias (Nontraditional)	1,255	1,913	1,115	4,283
TOTALS	1,500	5,433	5,849	12,782

APPENDIX B
TABLE I

VE029 04/14/88

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1987

04-05-06 SECONDARY

CIP CODE (COURSE)	COMP	EMPL REL	EMPL NOT	CONT EDUC REL	CONT EDUC NOT	NOT EMPL	NOT AVAIL	STATUS UNKN	MILITY REL	MILITY NOT
01.0101 AG MGMT	12	2	0	1	9	0	0	0	0	0
01.0201 AG MECH	1,734	657	258	402	167	66	16	30	68	70
01.0301 AG PROD	841	281	108	233	119	25	1	12	22	36
01.0501 AG SUPP	313	107	37	84	39	12	3	6	9	16
01.0601 HORTICU	325	60	88	65	44	27	15	11	6	9
01.9999 AG OTHE	346	116	69	62	31	18	5	21	9	13
03.0101 AG RESO	96	16	28	19	12	6	2	3	1	9
03.0401 FORESTR	66	19	17	8	8	1	4	1	1	7
07.0000 BUE	91	36	6	25	15	1	2	2	3	1
07.0101 ACCOUNT	1,024	118	147	479	186	18	12	41	8	15
07.0302 COMPUTE	57	11	5	24	11	0	0	2	3	1
07.0303 DATA EN	221	62	36	41	27	9	5	35	4	2
07.0305 PROGRAM	493	86	89	181	45	23	21	21	24	3
07.0399 O BU DP	37	1	10	19	4	1	1	0	0	1
07.0601 SECRETA	386	141	60	94	34	31	12	11	2	1
07.0604 LEG SEC	4	2	0	1	0	0	0	1	0	0
07.0701 GEN OFF	3,564	1,152	555	1,015	313	219	105	158	28	19
07.9999 B O OTH	207	85	17	65	19	4	6	8	2	1
08.0000 MKTING	6,541	2,584	558	1,581	575	236	204	518	135	150
10.0100 COMM TC	11	6	3	1	0	0	0	0	1	0
12.0101 DRY L S	45	2	16	1	8	2	0	14	1	1
12.0403 COSMETO	105	31	22	19	11	4	0	18	0	0
15.0601 CH M TC	1	0	0	0	0	0	0	0	1	0
17.0000 HEALTH	17	7	3	5	1	0	0	1	0	0
17.0503 MED AS	19	8	3	4	0	1	2	1	0	0
17.0699 NRS OT	925	310	137	249	67	46	62	35	10	9
20.0202 CC AIDE	148	21	32	36	16	8	14	15	1	5
20.0303 CGA CON	50	9	13	0	6	8	5	5	0	4
20.0304 CGA SEA	14	0	7	1	1	1	0	3	0	1
20.0306 FSFAB C	22	6	5	7	2	2	0	0	0	0
20.0401 FOPRO G	361	158	49	28	35	24	26	27	8	6
20.0406 FOOD SE	11	5	2	1	2	0	1	0	0	0
20.0501 H MG GN	5	1	2	2	0	0	0	0	0	0
20.9999 VOHO OT	15	10	0	1	2	1	1	0	0	0
46.0000 T & I	1,496	687	214	192	91	68	37	110	57	40
46.0102 MASONRY	52	11	26	0	1	2	4	3	3	2
46.0201 CARPENT	979	376	282	60	71	45	23	31	28	63
46.0301 ELC T G	40	16	10	4	1	0	0	1	7	1
46.0302 ELECTRN	11	2	7	0	0	1	0	1	0	0
46.0401 BLDG MA	117	34	30	16	14	8	3	8	0	4
46.0501 PLUMB G	17	9	5	0	0	1	1	0	1	0
47.0101 EL EN G	545	76	127	164	51	16	15	13	73	10
47.0102 BUS M R	2	0	2	0	0	0	0	0	0	0
47.0103 COM EL	6	0	5	1	0	0	0	0	0	0
47.0106 M APL R	34	13	1	5	2	2	2	5	1	3
47.0201 H AC RE	268	79	87	38	9	10	6	13	16	10
47.0301 IN MA R	13	2	8	0	0	1	0	2	0	0

04-05-06 SECONDARY

CIP CODE (COURSE)	COMP	EMPL REL	EMPL NOT	CONT EDUC REL	CONT EDUC NOT	NOT EMPL	NOT AVAIL	STATUS UNKN	MILITY REL	MILITY NOT
47.0304 MINE MI	27	9	2	11	1	2	0	1	1	0
47.0501 ST EN S	7	0	6	0	0	1	0	0	0	0
47.0601 V E M G	41	17	11	1	4	0	0	0	8	0
47.0602 AIRC MC	11	8	1	2	0	0	0	0	0	0
47.0603 A BOD R	645	217	220	43	36	41	16	26	18	28
47.0604 AU MECH	1,206	345	383	165	73	46	21	50	86	37
47.0605 DIESL M	97	31	28	9	1	6	3	4	12	3
47.0606 SM EN R	135	35	51	12	7	15	4	3	6	2
48.0101 DRAFT G	264	43	65	92	13	10	8	14	5	14
48.0201 GR PR G	358	98	108	48	28	28	20	15	2	11
48.0203 COM ART	84	12	16	39	3	2	3	4	1	4
48.0503 MACH SH	252	85	57	39	18	13	7	7	17	9
48.0504 MIL FAB	34	7	6	9	9	0	0	2	0	1
48.0508 WELDING	472	183	141	34	24	23	9	17	29	12
48.0703 MIL CAB	36	11	12	1	3	3	1	0	3	2
49.0106 MART MA	19	12	5	2	0	0	0	0	0	0
50.0201 CRAFTS	4	2	1	0	0	1	0	0	0	0
SECONDARY CIP 101	25,379	8,530	4,299	5,741	2,269	1,159	710	1,332	721	658

APPENDIX B
TABLE II

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VEO29 04/14/88 VOCATIONAL EDUCATION FOLLOW-UP PAGE 003
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1987

07-03-09 POST SEC.

CIP CODE (COURSE)	COMP	EMPL REL	EMPL NOT	CONT EDUC REL	CONT EDUC NOT	NOT EMPL	NOT AVAIL	STATUS UNKN	MILITY REL	MILITY NOT
01.0101 AG MGMT	2	2	0	0	0	0	0	0	0	0
01.0201 AG MECH	10	9	0	1	0	0	0	0	0	0
01.0301 AG PROD	14	9	1	4	0	0	0	0	0	0
01.0501 AG SUPP	60	47	3	8	1	1	0	0	0	0
01.0601 HORTICU	10	5	2	2	0	0	1	0	0	0
01.9999 AG OTHE	11	5	0	6	0	0	0	0	0	0
04.0501 INT DES	11	8	1	0	0	2	0	0	0	0
07.0101 ACCOUNT	129	68	18	15	1	4	3	20	0	0
07.0305 PROGRAM	332	178	60	20	3	9	5	56	1	0
07.0401 OFF SUP	39	23	6	2	0	1	0	7	0	0
07.0501 PERS TR	45	25	6	5	0	1	1	7	0	0
07.0601 SECRETA	371	222	18	77	2	11	13	28	0	0
07.0701 GEN OFF	61	24	11	10	0	3	1	12	0	0
07.9999 O O OTH	28	15	6	2	0	4	1	0	0	0
08.0000 MKTING	240	153	32	27	2	10	7	9	0	0
10.0100 COMM TC	10	3	4	2	0	0	0	1	0	0
12.0301 FU SERV	11	9	1	0	1	0	0	0	0	0
15.0101 ARCH TC	27	21	1	1	0	1	1	2	0	0
15.0201 CIVI TC	11	9	1	1	0	0	0	0	0	0
15.0202 DD TECH	58	32	9	3	1	0	0	13	0	0
15.0302 ETCL TC	20	8	4	5	0	0	0	3	0	0
15.0303 EIRN TC	142	79	25	17	0	7	2	11	1	0
15.0401 BI EQ T	7	4	3	0	0	0	0	0	0	0
15.0402 COMSTEC	8	4	2	1	0	0	0	1	0	0
15.0501 AR H TC	50	36	6	3	0	1	2	1	1	0
15.0506 WST W T	28	24	0	1	0	0	0	3	0	0
15.0601 CH M TC	8	3	2	0	0	0	0	3	0	0
15.0603 INDU TC	3	2	1	0	0	0	0	0	0	0
15.0604 MFNG TC	11	3	4	2	0	1	0	1	0	0
15.0610 WEL TEC	23	10	6	3	2	0	1	1	0	0
15.0702 QU C TC	6	6	0	0	0	0	0	0	0	0
15.0803 AUTO TC	56	40	4	6	1	2	2	1	0	0
15.0805 MC D TC	24	15	2	0	0	3	0	4	0	0
15.1001 CONTECH	1	1	0	0	0	0	0	0	0	0
17.0101 DENT AS	57	35	5	2	1	7	3	4	0	0
17.0102 DENT HY	43	36	1	0	0	0	0	6	0	0
17.0103 DLAB TC	16	10	2	0	0	1	0	3	0	0
17.0205 EMS AMB	128	120	1	0	0	3	0	4	0	0
17.0206 EMS PAR	20	16	0	2	0	0	0	2	0	0
17.0209 RAD MTC	17	16	0	0	0	0	0	1	0	0
17.0211 SURG TC	9	3	3	2	0	1	0	0	0	0
17.0212 DGMEDSO	13	13	0	0	0	0	0	0	0	0
17.0305 CLAB AS	18	15	0	1	0	0	1	1	0	0
17.0599 MED TEC	75	60	5	1	1	3	0	5	0	0
17.0601 GERI AI	152	132	3	4	0	7	1	5	0	0
17.0605 PRC NUR	111	100	0	6	0	0	2	3	0	0
17.0308 OC THER	11	7	0	2	0	1	0	1	0	0

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1987

07-08-09 POST SEC.

CIP CODE (COURSE)	COMP	EMPL REL	EMPL NOT	CONT EDUC REL	CONT EDUC NOT	NOT EMPL	NOT AVAIL	STATUS UNKN	MILITY REL	MILITY NOT
17.0815 PHTH AS	30	25	0	1	0	0	0	4	0	0
17.0819 RES THA	38	36	1	0	0	1	0	0	0	0
17.9999 OT HLTH	34	32	0	0	0	0	0	2	0	0
18.1101 NURSE G	546	476	5	4	0	4	7	49	0	1
20.0103 FOOD NU	10	6	0	1	0	0	0	2	1	0
20.0203 CC MANG	66	37	3	8	6	2	3	7	0	0
20.0306 FSERV C	10	3	2	2	0	2	0	1	0	0
20.0401 FDPRO G	19	10	1	2	0	1	0	5	0	0
20.0404 DI AIDS	6	5	0	0	0	0	0	1	0	0
20.9999 VOHO OT	71	28	11	10	3	2	3	14	0	0
43.0105 CRI J T	186	61	31	33	7	7	2	39	5	1
43.0107 LAW ENF	4	4	0	0	0	0	0	0	0	0
43.0201 FIRE TC	23	20	1	0	0	0	0	2	0	0
46.0201 CARPENT	14	5	2	6	1	0	0	0	0	0
46.9999 CON T O	1	1	0	0	0	0	0	0	0	0
47.0602 AIRC MC	20	9	3	6	0	0	0	2	0	0
48.0101 DRAFT G	19	9	2	3	0	0	0	4	1	0
48.0201 GR PR G	3	2	0	0	0	0	0	1	0	0
48.0203 COM ART	58	22	12	8	1	2	0	13	0	0
48.0503 MACH SH	43	32	5	3	0	0	0	3	0	0
POST SEC. CIP 101	3,758	2,488	338	331	54	105	82	368	10	2

APPENDIX B
TABLE III

VE029 04/14/88

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1987

10-11-12 ADULT

CIP CODE (COURSE)	COMP	EMPL REL	EMPL NOT	CONT EDUC REL	CONT EDUC NOT	NOT EMPL	NOT AVAIL	STATUS UNKN	MILITY REL	MILITY NOT
01.0201 AG MECH	16	15	1	0	0	0	0	0	0	0
07.0101 ACCOUNT	26	18	6	0	0	2	0	0	0	0
07.0305 PROGRAM	33	11	8	8	0	5	1	0	0	0
07.0399 O BU DP	11	5	3	1	0	0	0	2	0	0
07.0601 SECRETA	115	79	14	4	3	8	5	1	1	0
07.0701 GEN OFF	29	14	5	5	2	0	0	1	1	1
12.0403 COSMETO	37	25	3	0	1	2	2	4	0	0
15.0201 CIVI TC	9	5	3	0	0	0	0	0	1	0
15.0303 ETRN TC	22	15	5	0	0	0	0	2	0	0
17.0101 DENT AS	27	23	1	1	0	0	1	1	0	0
17.0211 SURG TC	29	24	1	0	0	0	2	2	0	0
17.0599 MED TEC	10	9	0	0	0	1	0	0	0	0
17.0601 GERI AI	10	3	3	0	0	2	1	1	0	0
17.0605 PRC NUR	599	451	26	40	4	19	39	16	4	0
17.0819 RES THA	59	47	4	5	0	1	1	1	0	0
17.9999 OT HLTH	12	12	0	0	0	0	0	0	0	0
47.0101 EL EN G	41	9	6	19	2	0	2	0	3	0
47.0201 H AC RE	19	15	0	0	2	1	0	1	0	0
47.0602 AIRC MC	23	21	2	0	0	0	0	0	0	0
47.0603 A BOD R	32	23	4	1	1	1	1	1	0	0
47.0604 AU MECH	61	48	6	1	0	0	1	0	2	3
47.0605 DIESL M	23	11	6	0	1	1	0	2	2	0
48.0101 DRAFT G	28	24	3	0	0	1	0	0	0	0
48.0503 MACH SH	9	8	1	0	0	0	0	0	0	0
48.0508 WELDING	2	0	1	0	1	0	0	0	0	0
48.0703 MIL CAB	3	2	0	0	0	0	0	1	0	0
49.0202 CO EQ O	21	18	3	0	0	0	0	0	0	0
49.0205 TR DRIV	36	36	0	0	0	0	0	0	0	0
ADULT CIP TOT	1,342	971	115	85	17	44	56	36	14	4

CIP CODE (COURSE)	COMP	EMPL REL	EMPL NOT	CONT EDUC REL	CONT EDUC NOT	NOT EMPL	NOT AVAIL	STATUS UNKN	MILITY REL	MILITY NOT
STATE TOTAL	30,459	11,989	4,752	6,157	2,320	1,288	828	1,736	745	644

APPENDIX C
TABLE I

FY88 FEMALE VOCATIONAL ENROLLMENT BY LEVEL

PERCENT	1987		1988	PERCENT
57.8	69,135	Secondary	70,512	59.9
54.8	24,308	Postsecondary	24,368	54.9
51.7	59,008	Adult	53,682	53.1
54.8	152,451	TOTAL	148,562	56.4

APPENDIX C
TABLE II

FY88 MALE AND FEMALE ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS
BY LEVEL

LEVEL	MALE	FEMALE	TOTAL
Secondary	47,240	70,512	117,752
Postsecondary	20,038	24,368	44,406
Adult	47,504	53,682	101,186
Total	114,782	148,562	263,344
Percentage	43.6	56.4	100.0

APPENDIX C
TABLE III

FY88 FEDERAL FUNDS EXPENDED FOR SINGLE PARENT AND HOMEMAKERS BY SERVICE CATEGORY

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Outreach and Orientation	$ 672,037	47.6
Tuition	$ 341,418	24.2
Child Care	$ 13,021	0.9
Other, Instructional Materials, Administration	$ 385,674	27.3
TOTAL	$1,412,150	100.0

APPENDIX D
SINGLE PARENT AND HOMEMAKER REGIONAL CENTERS

REGION I -Maryville

Name:	**Opportunities Unlimited for You**
Funding Agency:	Northwest Missouri Area Vocational School, Maryville
Funding Level:	$64,162
Contact Person	Barbara Parsons
Number Served:	296
Number Enrolled in Vocational Training:	166

REGION II -Kirksville

Name:	**Smart Move**
Funding Agency:	Kirksville Area Vocational School
Funding Level:	$74,160
Contact Person:	Cheryl Lock
Number Served:	250
Number Enrolled in Vocational Training:	145

REGION III -Platte County

Name:	**New Perspectives**
Funding Agency:	Platte County Area Vocational School
Funding Level:	$63,709
Contact Person:	Cheryl Parks
Number Served:	290
Number Enrolled in Vocational Training:	68

REGION IV -Columbia

Name:	**New Directions**
Funding Agency:	Columbia Area Vocational School
Funding Level:	$73,155
Contact Person:	Carol Schultz
Number Served:	273
Number Enrolled in Vocational Training:	149

REGION V -Flat River

Name:	**Career Connection**
Funding Agency:	Mineral Area College, Flat River
Funding Level:	$75,000
Contact Person:	Nancy Wegge
Number Served:	463
Number Enrolled in Vocational Training:	840

REGION VI -Springfield

Name:	**Career Development Center**
Funding Agency:	Graff Area Vocational School, Springfield
Funding Level:	$66,177
Contact Person:	Shawn Arnold
Number Served:	246
Number Enrolled in Vocational Training:	155

REGION VII -Poplar Bluff

Name:	**Southeast Missouri Vocational Service Center**
Funding Agency:	Three Rivers Community College, Poplar Bluff
Funding Level:	$49,719
Contact Person:	Earlene Miller
Number Served:	329
Number Enrolled in Vocational Training:	293

A-KANSAS CITY

Funding Agency:	Kansas City Metropolitan Community College District
Funding Level:	$120,002
Number Served:	205

B-ST. LOUIS

Name:	**Careers for Homemakers**
Funding Agency:	St. Louis Community College District
Funding Level:	$148,415
Contact Person:	Marlene Hanks
Number Served:	1,897
Number Enrolled in Vocational Training:	1,589

APPENDIX E

MODEL SINGLE PARENT OR HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED

Client Name or ID _____

	(1 to 10 possible)	POINTS
Age		_____
Evaluation and Training		_____
Length of Training		_____
Dependents		_____
Income		_____
Work Activity		_____
Work History		_____
	(70 points possible) TOTAL	_____

To determine the priority status, rank the clients with the highest points to the lowest points.

CLIENT NAME	POINTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME _____ TOTAL POINTS _____

MODEL SINGLE PARENT OR HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED
(PRIORITY SCHEDULING VIA MATHEMATICAL EVALUATION)

POINTS	CATEGORY	5	10	15	20	25	30	35	40	45	50
____	AGE	10-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61+
____	ELIGIBILITY					SP/HM					DHM
____	INCOME (Total)					Over 15,001	12,501 15,000	10,001 12,500	7,501 10,000	5,001 7,500	0 5,000
____	# DEPENDENTS	1	2	3	4	5	6	7	8	9	10
____	EDUCATION (Yrs Completed)	Grad Degree	Post College	College Grad					Post H.S.	HS Grad/ GED	Under H.S.
____	WORK ACTIVITY (Absent from Significant full-time employment)	Currently Working		Less than 1 year		1-5		6-10		Over 10	Never Empl.
____	LENGTH TRAINING (Hours)	600-700			700-800			800-900			900+

____ FINANCIAL AID FACTOR
____ % Tuition Paid
____ Child Care
____ Mileage
____ Other

61

____ TOTAL POINTS

60

CLIENT CONTACT SHEET

Contact Information

1. Legal Name: _____

2. Other Name: _____

3. Street: _____ City : _____

   State: _____ Zip: _____ County: _____

4. Home Phone: _____

5. (If no phone, give name and phone number where a message can be left for you.)

   Name: _____ Phone: _____

6. Age: _____ Date of Birth: _____ Social Security Number: _____

7. MUST YOU EARN INCOME SUFFICIENT TO SUPPORT YOURSELF AND/OR YOUR FAMILY?

   Yes _____ No _____

8. Original contact by:

   a. ____ phone b. ____ walk-in c. ____ referral d. ____ other

9. Comments: _____

   _____

   _____

   _____

10. Action Taken: _____

    _____

    _____

    _____

11. Agency Contact Person: _____ _____
    name date

APPENDIX F
TABLE I

PERCENTAGE INCREASE OF FEMALES IN NONTRADITIONAL VOCATIONAL PROGRAMS
1985 - 1988

PROGRAM	SECONDARY	POSTSECONDARY	ADULT
Ag Management	20.5	-	27.5
Ag Production	-	24.7	-
Ag Services and Supplies	-	-	14.1
Horticulture	-	-	18.1
Agribusiness	-	68.8	-
Renewable Natural Resources	12.9	-	-
Funeral Services	-	12.2	-
Trade and Industrial Supv.	-	-	14.8
Civil Technology	-	-	26.7
Electrical Technology	-	5.9	13.6
Electronic Technology	-	15.3	-
Computer Serving Technology	-	5.3	-
Electromechanical Technology	-	7.0	-
Air conditioning/Heating	-	6.8	-
Water and Wastewater Technology	-	8.5	-
Welding Technology	-	6.6	-
Automotive Technology	-	27.8	-
Mechanical Design Technology	-	5.2	-
Construction Technology	-	22.4	-
Criminal Justice Technology	-	6.9	-
Law Enforcement	66.7	24.5	-
Fire Control and Safety	38.5	5.1	-
Electrician	-	15.6	-
Construction Trades, Other	-	7.7	6.5
Communications Electronics	8.3	-	-
Industrial Equipment Maintenance	-	-	17.0
Mine Equipment	10.4	-	-
Maintenance	-	-	-
Stationary Energy Sources	-	-	6.2
Aircraft Mechanics	-	22.3	-
Auto Mechanics	-	-	5.6
Graphic and Printing Comm.	11.2	-	-
Leather Working	-	-	8.8
Machine Tool Operation	-	25.4	-
Air Transportation, General	-	-	41.8
Truck and Bus Driving	-	-	21.4
Crafts, General	27.6	-	-

APPENDIX F
TABLE II

PERCENTAGE INCREASE OF MALES IN NONTRADITIONAL VOCATIONAL PROGRAMS
1985 - 1988

PROGRAM	SECONDARY	POSTSECONDARY	ADULT
Accounting	-	28.1	-
Business Computer Operator	-	46.1	-
Business Data Processing	-		9.5
Office Supervision and Management	-	25.5	11.5
Personnel and Training	-	-	20.3
Secretarial and Related	-	16.5	-
Legal Secretary	-	12.6	-
Typing	-	5.2	-
Business Administration Support	6.5	-	39.0
Consumer Education	-	7.8	-
Family/Individual Health	-	-	10.3
Family Living and Parenthood	-	-	12.6
Home Management	-	-	17.1
Commercial Garment and Apparel	8.8	-	-
Dietetic Aide/Assisting	-	5.4	-
Home Furnishings and Equipment	-	-	12.7
Institutional Home Management	-	-	9.7
Dental Assisting	-	6.4	-
Emergency Med-Ambulance	-	11.4	-
Radiologic Medical Technician	-	-	20.0
Medical Assisting	6.3	-	-
Medication Technician	-	16.9	-
Physical Therapy Assisting	-	23.5	-
Respiratory Therapy Assisting	-	-	31.3
Other Health	-	-	7.7
Medical Records Administration	-	29.9	-
Nursing,General	-	8.7	-
Child Care Management	-	7.9	-

APPENDIX F
TABLE III

FY88 FEDERAL FUNDS EXPENDED ON PROGRAMMING FOR NONTRADITIONAL FEMALES, NONTRADITIONAL MALES, GIRLS AND WOMEN 14-25

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Tuition	$176,992	31.7
Outreach and Counseling	$138,012	24.7
Other, Materials, Basic Literacy Instruction, Administration	$240,673	43.2
Child Care	$ 2,091	0.4
TOTAL	$557,768	100.0

APPENDIX G

STATEWIDE SEX BIAS AND STEREOTYPING PROJECTS

Name: **Careers Unlimited**
Funding Agency: Linn Technical College
Funding Level: $50,078
Contact Person: Laura Hendley
Project Objectives: To increase enrollment of women in technological education. This includes a heavy emphasis on secondary students as well as adults.

Name: **Project SERVE**
Funding Agency: University of Missouri-Columbia
Funding Level: $46,930
Contact Person: Judy McQuitty
Project Objectives: To aid vocational education programs in nontraditional, single parent/homemaker/displaced homemaker recruitment. These services include outreach workshops, personal visits with school officials, establishing a computerized bulletin board, assistance in providing training materials and maintaining a free-loan library of resource materials.

Name: **Vocational Opportunities Program (VOP)**
Funding Agency: Mineral Area College
Funding Level: $26,630
Contact Person: Nancy Wegge
Project Objectives: To increase and expand the accessibility of services provided by the seven regional centers, the fifty-eight area vocational schools, and the eleven junior and community colleges to men and women entering nontraditional training programs and nontraditional occupations.

Name: **Expanding Horizons**
Funding Agency: Jefferson College
Funding Level: $10,000
Contact Person: James Selby
Project Objectives: Designed to target two areas of the state--Columbia/Fulton/Jefferson City and Cape Girardeau/Sikeston/Perryville--to encourage youth and adults, especially women and single parents, to consider technical careers.

CONSORTIUM:
Name: **New Horizons**
Funding Agency: Mineral Area College, East Central College, and Jefferson College Consortium
Funding Level: Allocation monies
Contact Person: Nancy Wegge
Project Objectives: 1) To reduce sex stereotyping
2) To provide females with career choice information
3) To recruit individuals for vocational programs leading to nontraditional employment

APPENDIX H

ENROLLMENT

TARGET	SECONDARY		POSTSECONDARY/ADULT	
Population	Mainstream Programs	Separate Programs	Mainstream Programs	Separate Programs
Title II(A)				
Handicapped	3,776	347*	2,282	-0-
Disadvantaged (minus LEP)	9,633	475*	17,557	-0-
LEP	**	NA	327	NA
Adult	NA	NA	145,592***	NA
Single Parent/ Homemaker	245	NA	8,254	NA
Corrections	578****	-0-	167****	273
Nontraditional*****				
Male	195	NA	469	NA
Female	1,060	NA	2,559	NA
Regular Vo-Ed Population	117,752***	NA	145,592***	NA
Title III				
III(A) CBO	369****	NA	359****	NA
III(B) C&H	67,681***	NA	17,728***	NA

*Not supported by federal funds.

**Included in secondary disadvantaged count.

***Total adult/postsecondary vocational enrollment supported by federal, state, and/or local funds and includes enrollments from all other categories.

****Provided supportive service only (counseling, assessment and remediation)

*****A nontraditional vocational education program or course for a student is one in which 80% of the students are of the opposite sex.